



GRADUATION RATES FOR 2017 COHORT

FEBRUARY 16, 2022



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

GUIDING PRINCIPLES



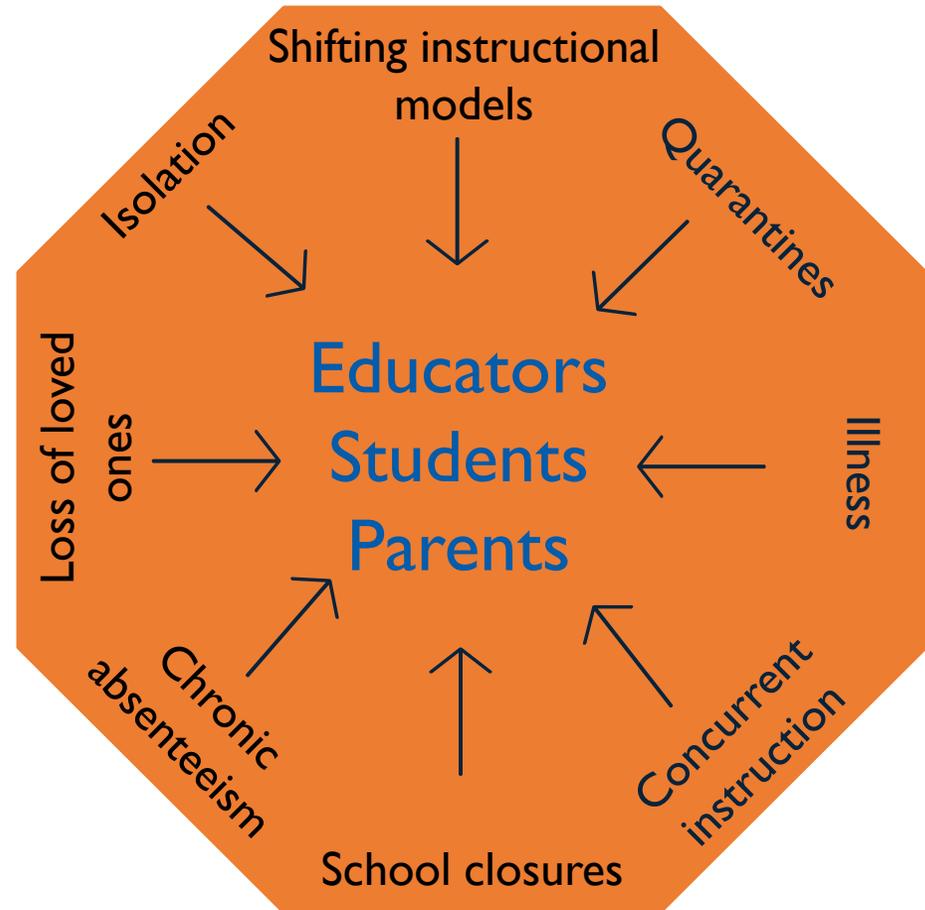
**A foundation of
Diversity, Equity and
Inclusion**



**Support-oriented
approach through
collaboration, technical
assistance, guidance and
responsiveness**



SCHOOLS AND STUDENTS FACED UNPRECEDENTED CHALLENGES AND UNCERTAINTIES IN SCHOOL YEAR 2020-21



MULTIPLE WAYS TO ASSESS STUDENT LEARNING

Schools use several strategies to assess student learning:



Locally and teacher-developed tests



Coursework



Vendor-developed tests used locally



Projects

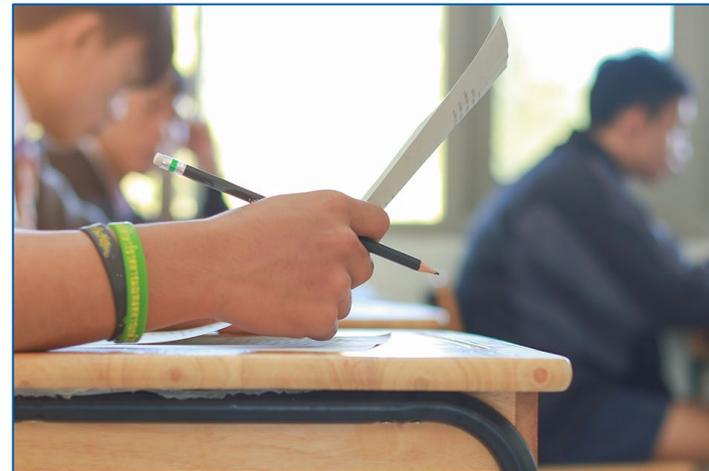


State assessments

CURRENT NYS DIPLOMA REQUIREMENTS

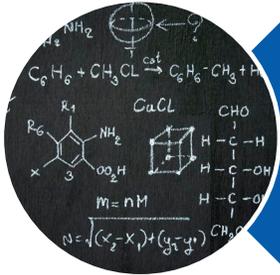


**Credit
Requirements
(22 units)**

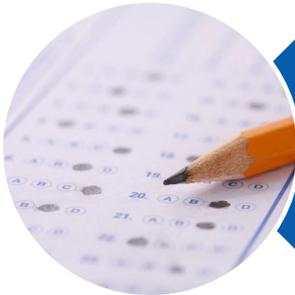


**Assessment
Requirements
(4 + 1 Pathway)**

PANDEMIC IMPACT ON 2017 COHORT

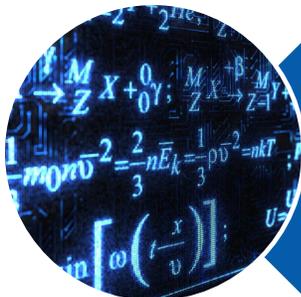


Spring 2020: June and August Regents Exams canceled and regulations adopted to exempt certain students from Regents Exam diploma requirements. These exemptions apply to the 2017 cohort as well as the 2016 cohort.



November 2020: Department cancels January 2021 administration of all Regents Exams.

December 2020: Board adopts regulations to exempt certain students from canceled Regents Exam diploma requirements.



March 2021: June 2021 Regents Exams canceled except those required by federal law. All August 2021 Regents Exams canceled. Regulations adopted to exempt certain students from canceled Regents Exam diploma requirements.

HOW EXEMPTIONS APPLY TO 2016, 2017 AND FUTURE COHORTS

Applied to students who:

- Successfully completed courses leading to required Regents Exams;
- Successfully completed a make-up program leading to course credit; or
- Transferred to a New York State public or Charter school from a school that did not offer Regents Exams, granted transfer credit

Exemptions will factor into:

- 2016 and 2017 cohort graduation rates but to what extent cannot be determined
- Future Cohorts of students as well

GRADUATION RATE HIGHLIGHTS

2017 COHORT



The graduation rate increased from 84.8% to 86.1% over last year

1.3 percentage-point increase



Continues upward trend

9.4 percentage points higher than 10 years ago (76.7%)

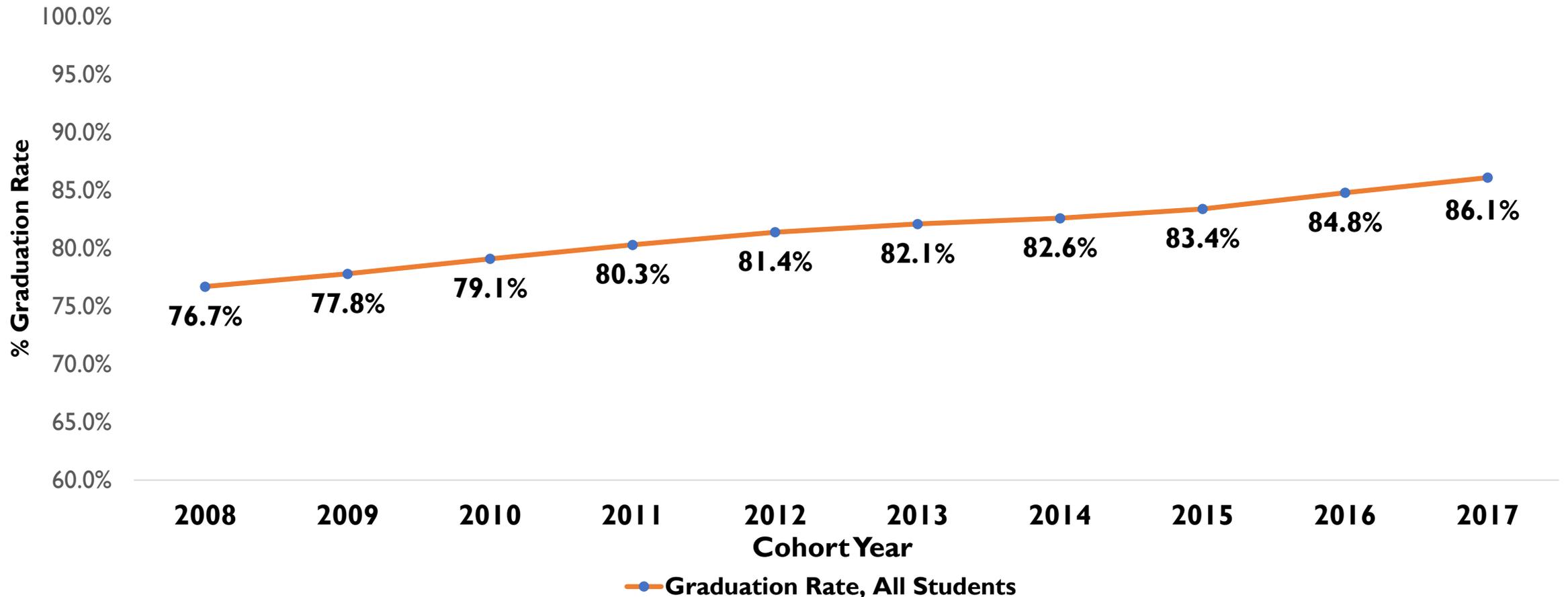


Recent years' trend is consistent with the 10-year trend; Suggests **reasonable adjustment made to graduation requirements exemptions given the pandemic**

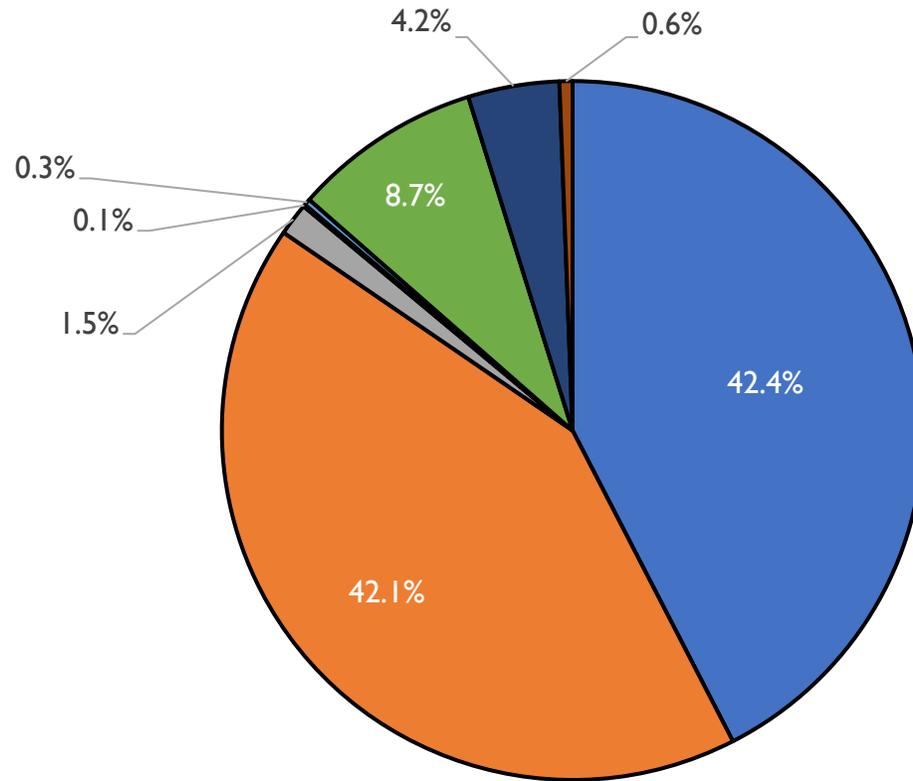


More work remains to be done to further improve outcomes by focusing on **educational equity for all students**

GRADUATION RATE OVER 10 YEARS - AUGUST



2017 COHORT 4-YEAR STATEWIDE OUTCOMES – AUGUST



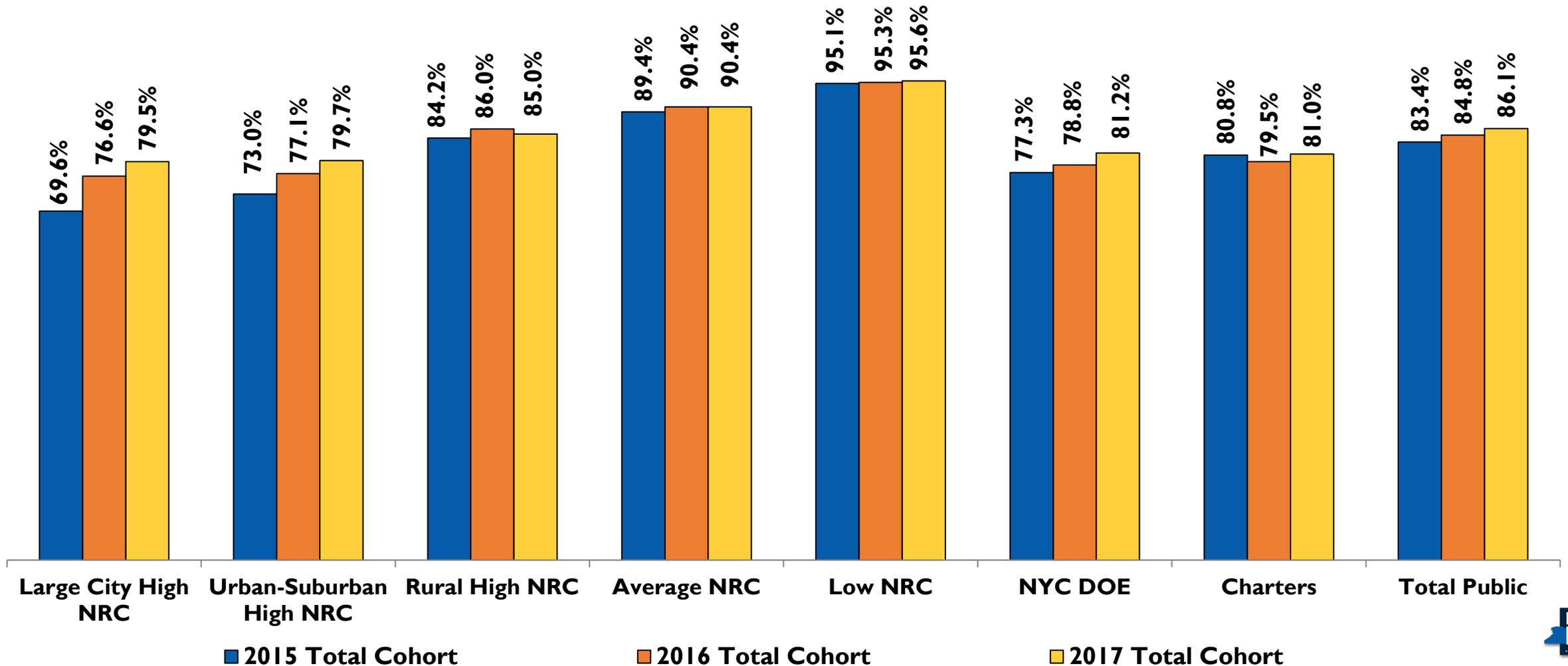
2017 Cohort Size: 208,217 students
2016 Cohort Size: 208,449 students
2015 Cohort Size: 207,826 students

Superintendents' Determination School Year 2020-21: 51 Local Diplomas Awarded
 (based on school year when local diploma awarded, not tied to cohort)

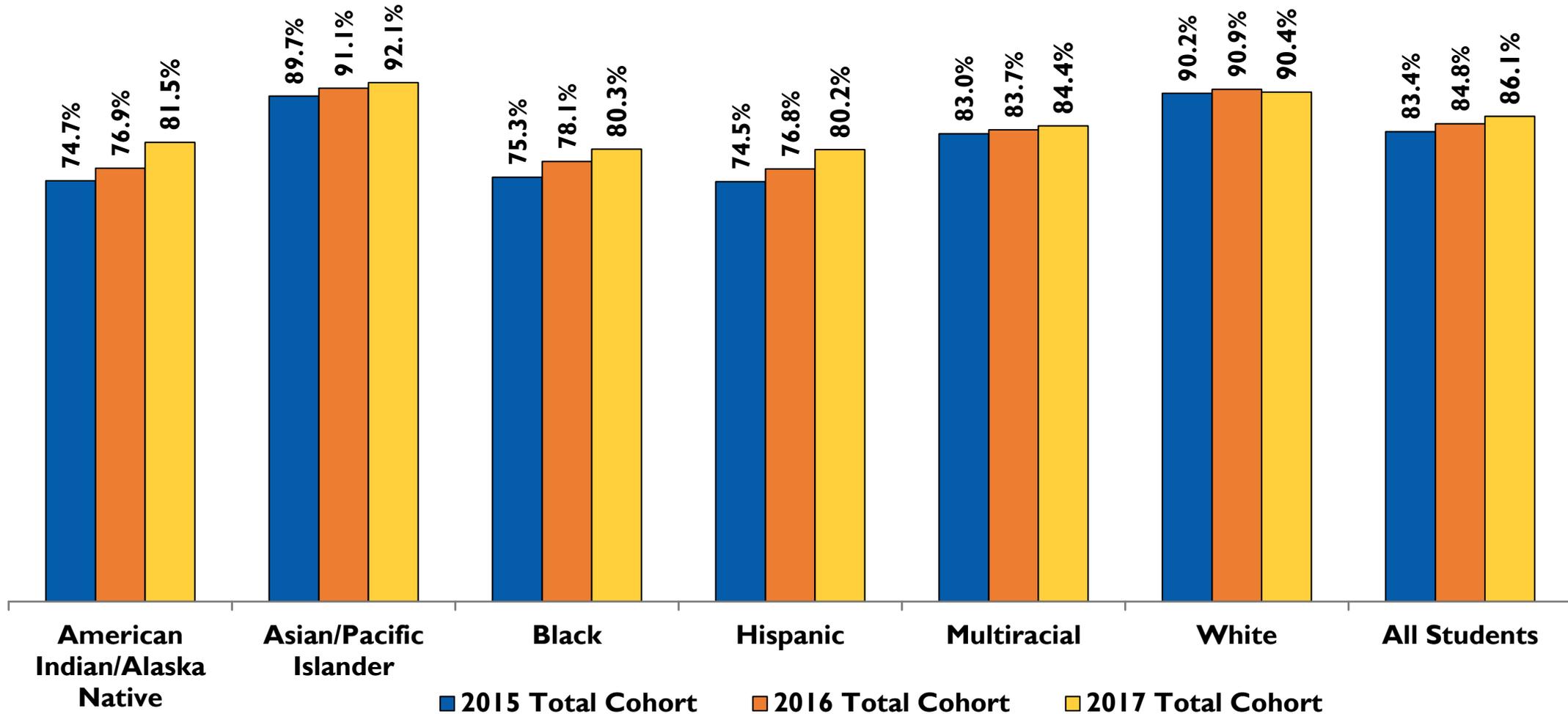
■ Regents
 ■ Regents with Adv Designation
 ■ Local
 ■ CDOS
 ■ Skills & Ach
 ■ Still Enrolled
 ■ Dropped Out
 ■ Transferred to AHSEP

GRADUATION RATES BY NEED/RESOURCE GROUP

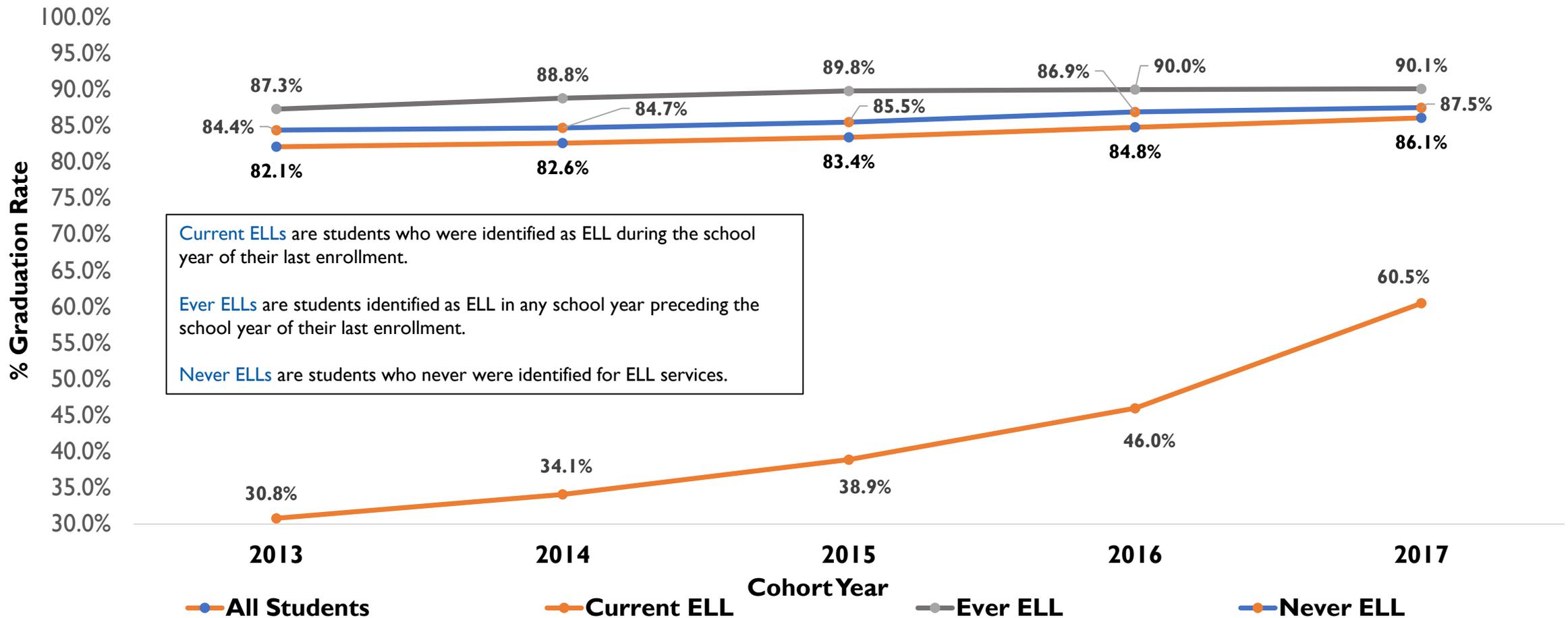
PERCENTAGE OF GRADUATES AFTER 4 YEARS THROUGH AUGUST, ALL STUDENTS



2015, 2016, AND 2017 4-YEAR GRADUATION RATES BY SUBGROUPS – AUGUST



ENGLISH LANGUAGE LEARNER GRADUATION RATES - AUGUST

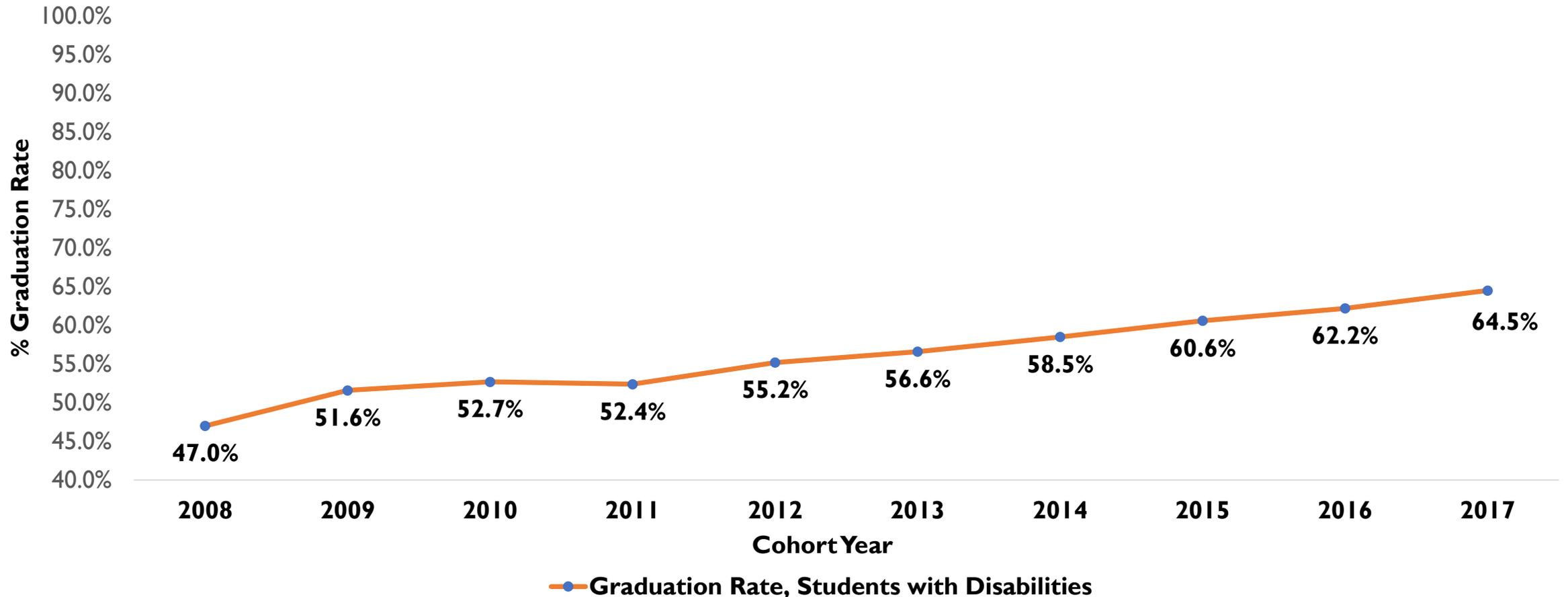


ENGLISH LANGUAGE LEARNERS: 2015, 2016, AND 2017 COHORTS - AUGUST

English Language Learners in Public Schools After 4 Years

	2015 Total Cohort	2016 Total Cohort	2017 Total Cohort
Total Graduates	38.9%	46.0%	60.5%
Local Diploma	13.2%	3.0%	0.8%
Regents Diploma	24.5%	41.0%	51.9%
Regents Diploma with Advanced Designation	1.2%	2.1%	7.8%
Still Enrolled	31.3%	25.5%	21.1%
Non-Diploma Credentials	1.2%	1.1%	0.8%
Dropped out	27.1%	25.5%	16.4%
Transferred to an Approved High School Equivalency Program	1.5%	1.9%	1.1%

GRADUATION RATE OVER 10 YEARS, STUDENTS WITH DISABILITIES - AUGUST

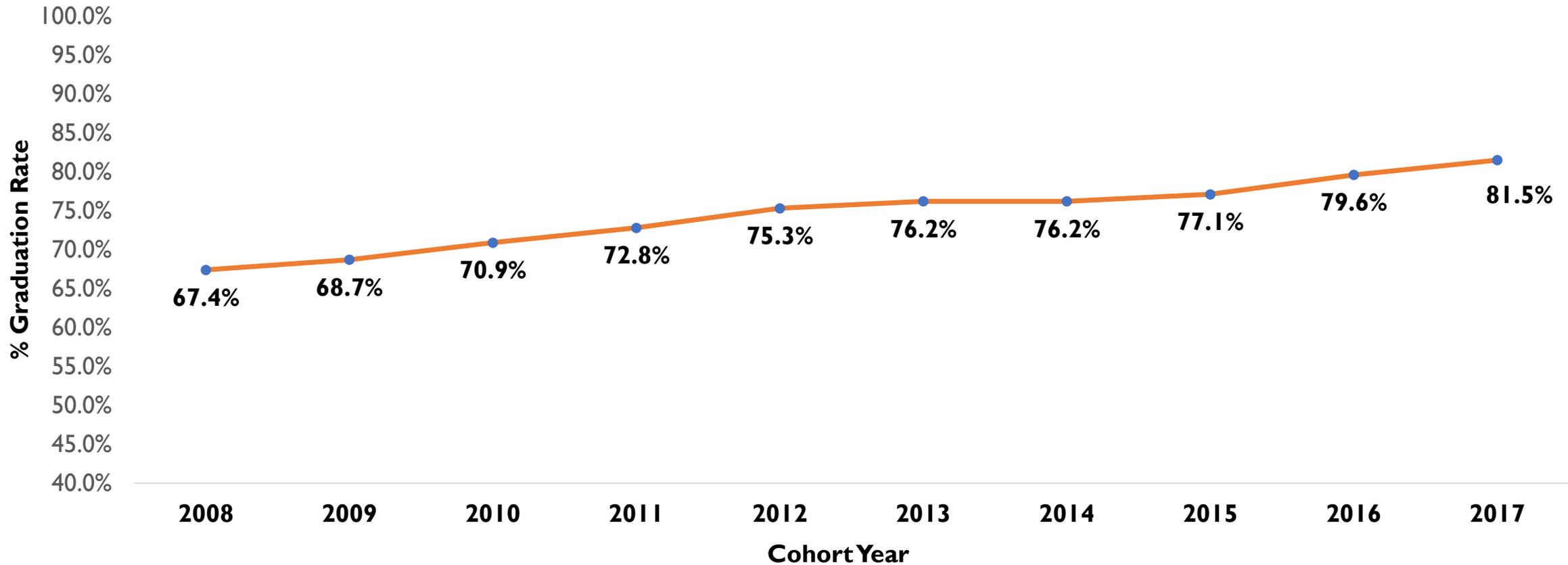


STUDENTS WITH DISABILITIES: 2015, 2016, AND 2017 COHORTS - AUGUST

Students with Disabilities in Public Schools After 4 Years

	2015 Total Cohort	2016 Total Cohort	2017 Total Cohort
Total Graduates	60.6%	62.2%	64.5%
Local Diploma	26.7%	12.9%	6.5%
Regents Diploma	30.3%	43.6%	50.5%
Regents Diploma with Advanced Designation	3.5%	5.6%	7.5%
Still Enrolled	23.7%	25.3%	24.7%
Non-Diploma Credentials	3.4%	3.1%	2.5%
Dropped out	11.1%	8.2%	7.2%
Transferred to an Approved High School Equivalency Program	1.2%	1.2%	1.1%
Local Diplomas Awarded Through Superintendents' Determination	School Year 2018-19	School Year 2019-20	School Year 2020-21
	1,255	290	51

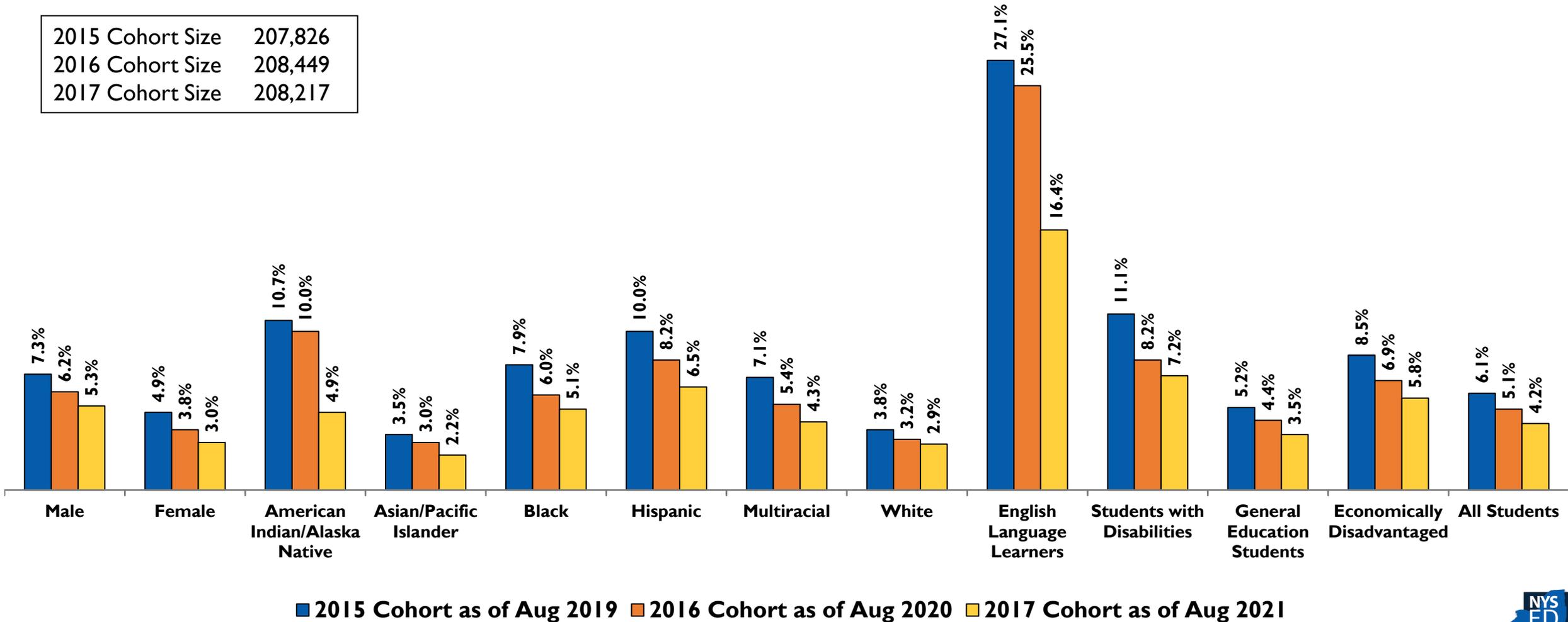
GRADUATION RATE OVER 10 YEARS ECONOMICALLY DISADVANTAGED STUDENTS – AUGUST



● Graduation Rate, Economically Disadvantaged

DROPOUT RATES AFTER 4 YEARS BY SUBGROUP - AUGUST

2015 Cohort Size 207,826
 2016 Cohort Size 208,449
 2017 Cohort Size 208,217



STRENGTHENING OPPORTUNITIES FOR ALL STUDENTS



**Culturally
Responsive and
Sustaining
Education
Framework**



**Equity-Focused
Social Emotional
Learning
Benchmarks &
Guidance**



**Continuum of
Increasing
Support for
CSI Schools**



**Integrated
Framework for
Multi-Tiered
System of
Supports**



**ELL Equity
Institute for
District & School
Leaders**

Supporting and Advancing Opportunities for All Students

STRENGTHENING OPPORTUNITIES FOR ALL STUDENTS IN THE FUTURE – BLUE RIBBON COMMISSION ON GRADUATION MEASURES

Goal:

To undertake a thoughtful and inclusive process to explore what a New York State high school diploma means and what it should signify to ensure educational excellence and equity for **all** New York State children.

Purpose:

The purpose of the Commission is to review research, practice, and policy, and to gather input from across the state to help inform recommendations to:



Reconsider current diploma requirements



Ensure all students have access to multiple ways to demonstrate their knowledge



Ensure a transition plan allows time to prepare for and implement any changes

CONCLUSION



Graduation rates continued their upward trend for the 2017 cohort and demonstrate that reasonable adjustments were made to graduation requirements exemptions given the pandemic. Regents Exam exemptions may affect the graduation rate for 2016, 2017, and future cohorts but to what extent cannot be determined.



Barriers to opportunities need to be addressed so each student has the individualized support he or she needs to be successful.



The Board is focused on implementing policies to foster diversity, equity, and inclusion that are needed to address these barriers to opportunities.



NYSED is taking a support-oriented approach to help schools improve and provide opportunities to succeed for all students.



THANK YOU!



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